

RESPONSE TO INTERVENTION

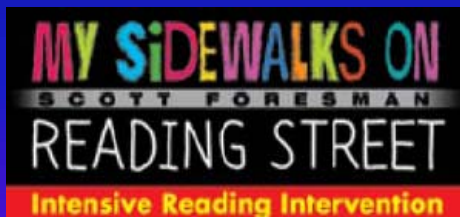


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Any Path, Any Pace

Response to Intervention

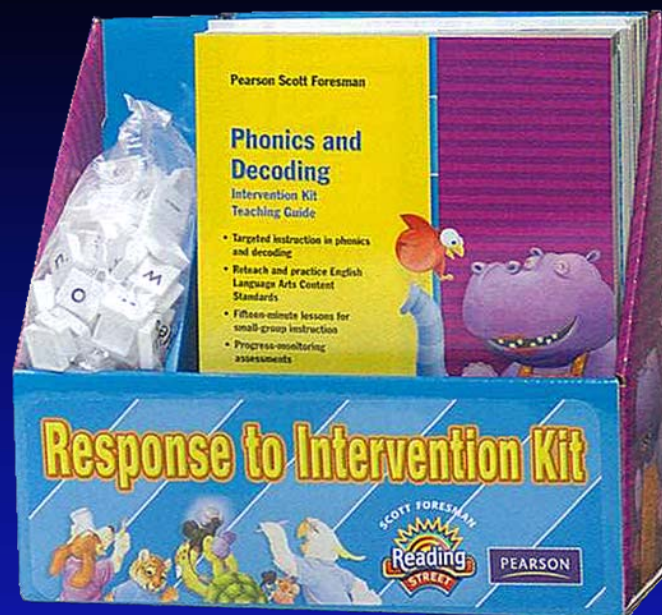


TIER 1
Core Instruction

TIER 2
Core Plus
Strategic Intervention

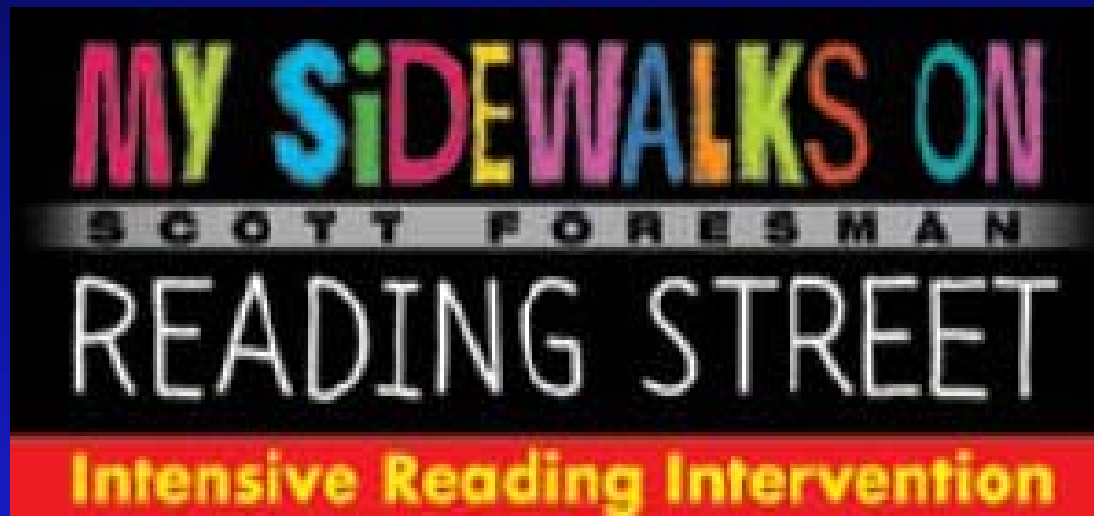
TIER 3
Intensive
Intervention

TIER II





TIER III





TIER II

PRIORITY SKILL

PHONEMIC AWARENESS

PHONICS

FLUENCY

VOCABULARY

COMPREHENSION



PRIORITY SKILL	SUCCESS PREDICTOR
PHONEMIC AWARENESS	Blending and Segmenting
PHONICS	Word Reading
FLUENCY	Words Correct per Minute
VOCABULARY	Word Knowledge
COMPREHENSION	Retelling



Kit Components



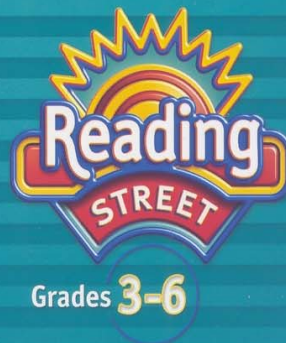
- RTI Kit Implementation Guide
- Phonemic Awareness Teacher's Guide
- Phonics and Decoding Teacher's Guide
- Fluency Teacher's Guide
- Vocabulary Teacher's Guide
- Comprehension Teachers' Guide
- Routine Cards
- White Boards and Letter Tiles



Scott Foresman

Implementation Guide

- Overview of *Response to Intervention Kit*
- Guidelines for identifying program entry points
- Placement tests for core areas of reading instruction
- Strategy lessons for navigating fiction and expository texts



- Overview
- Entry point guides
- Placement tests
- Strategy lessons



Using the Kit

Step1: Place Students

Step 2: Assign the Leveled Mini Lessons

Step 3 Monitor Children's Progress



Placing Students

Use Reading Street assessments

Use Placement Tests in RTI Kit

Use children's work.



Assign Mini-Lessons



Mini-lesson 1: K to 1

Mini-lesson 2: Grades 2 to 3

Mini-lesson 3: Grades 4 to 5



Monitor Progress

- Use the observational checklists in the Guide and the leveled Worktext pages for skills taught.
- A score of 80% indicates mastery. If a child scores below 80%, reteach skill and reassess.
- Duration of the intervention is based on students' responses to the instruction.



Each component contains

- Three-tiered differentiated lessons
- Reinforcement for the strategies and routines
- Additional skills practice
- School + Home activities

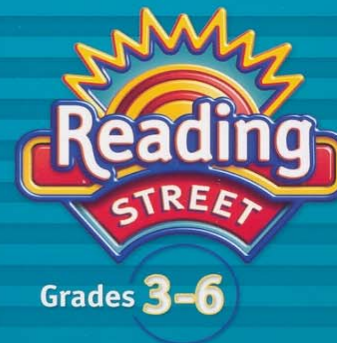


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Phonemic Awareness

**Teacher's Guide and
Student Worktext**

- Targeted instruction in phonological and phonemic awareness skills
- Leveled mini-lessons for individual or small-group instruction





Phonemic Awareness

- 30 key phonemic awareness topics
- Oral activities for ample practice
- Word lists to practice each topic
- Mini lessons on blending, segmenting, and adding phonemes



Phonemic Awareness Lesson 12

Delete Initial Phonemes

Objectives:

- Reinforce the concept that words consist of sounds.
- Remove initial phonemes to make new words.
- Remove one phoneme from initial blends to make new words.

Set the scene Remind students that they have blended and segmented the sounds in words. We know how to blend sounds to say words. We can also take away a sound from a word to make a new word. Today we will say a word. Then we will take away the beginning sound and say the new word.

Model and teach Demonstrate deleting a word's initial phoneme to make a new word. Listen as I say a word: *more*. Say the word again, slowly blending each sound. The beginning sound in *more* is /m/. Now I am going to take away the /m/ sound and make a new word. The new word is *ore*. Say the new word with me: *ore*.

Here is another word: *feast*. Say the word again, slowly blending each sound. The beginning sound in *feast* is /f/. Now I am going to take away the /f/ sound and make a new word. The new word is *east*. Say the new word with me: *east*.

Follow the same procedure to model turning the word *boil* into the word *oil*.

I'm going to say another word: *stub*. The beginning of this word has two consonant sounds: /s/ and /t/. I'm going to take away the /s/ sound to make a new word. The new word is *tub*.

Follow the same procedure to model turning the word *clock* into the word *lock*.

Mini-Lesson 1

Isolate and Delete Initial Phonemes

Remind students that

- Dropping a word.

Word List

bend (end)

part (art)

ran (an)

Guide Practice

Help student word. Then v beginning so

Listen as I se pronouncing The beginnin

Now let's take away the beginning sound. *Send* without
/s/ is *end* and let's all say the new word: *end*.

Mini-Lesson 2

Delete Initial Phonemes

Remind students that

- Differen
- Some w sounds.

Word List

bend (end)

mat (at)

bit (it)

sore (ore)

Guide Practice

Explain the beginning Then we'll away the b

Listen to the word: *ham*. Say the word with me: *ham*.

Mini-Lesson 3

Delete Phonemes from Initial Blends

Remind students that...

- Some words begin with closely blended sounds.
- Blended sounds can be separated by slowly saying a word.

Word List

grub (rub)

stow (tow)

clip (lip)

sway (way)

slab (lab)

stuck (tuck)

train (rain)

small (mall)

crow (row)

brush (rush)

clock (lock)

blink (link)

stop (top)

plate (late)

clay (lay)

Guide Practice

Review initial blends. Some words, such as *stool* begin with two sounds. Today we'll take one sound away from the beginning of a word to make a new word. I'll say a word, and then we'll repeat it together. Next, we'll take away the beginning sound and say the new word. The word is *stool*. Say the word again, slowly blending

each sound. Say it with me: *stool*. Now let's take away the /s/ sound from the beginning of *stool*. Say the new word: *tool*.

The word is *glad*. Say it with me: *glad*. When we take away the /g/ sound, we get a new word. Say it with me: *lad*.

Repeat the process with the words below.

spoke (poke)

stick (tick)

drag (rag)

pride (ride)

climb (lime)

If... students make an error,

then... model the correct response by saying the original word and the new word. Return to the word later in the practice.

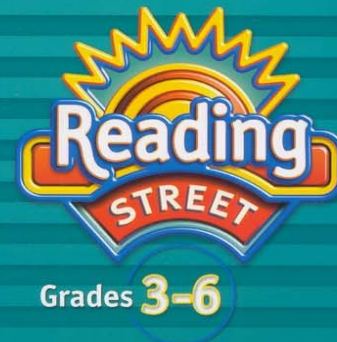
On Their Own For additional practice, use the Word List with students.

Scott Foresman

Phonics and Decoding

**Teacher's Guide and
Student Worktext**

- Targeted phonics and decoding skill instruction
- Leveled mini-lessons for individual or small-group instruction
- Student Worktext for skill practice
- School + Home activities





Phonics and Decoding

- 30 key phonics and decoding topics
- Mini lessons on specific symbol-sound relationships, Spelling patterns, phonograms, and letter patterns
- Word lists to practice each topic
- Word cards and other manipulatives



Phonics and Decoding Lesson 21

More Silent Letters

Objectives:

- Review the concept of silent letters.
- Introduce /r/ spelled **wr**.
- Introduce /m/ spelled **mb**.
- Introduce words with /n/ **gn** and /s/ **st**.

MATERIALS

- Worktext pp. 62–64
- Routine Cards 1, 2, 8
- Letter tiles

Set the scene

Tell students that not every letter in every word always stands for a sound. Today we'll learn to read words with silent letters. For instance, we'll read words that begin with the letters **wr**, like *wrist*. In these words, the *w* is silent.

Routine

1. Connect Sound to Spelling Write *right* and *write*. The sounds in these words are /r/ /ī/ /t/. Point to *right*. We learned that the sound /ī/ can be spelled *igh*: *right*. Point to *write*. In the word *write*, the sound /r/ is spelled *wr*.

2. Model and Give Examples Write *ring* and have a volunteer use *ring* in a sentence. Then write *wring*. This word sounds like *ring*, but it has a different meaning. *Wring* means “twist.” Have a volunteer demonstrate wringing water from an imaginary towel. The letters *wr* spell the sound /r/ at the beginning of words like *write*, *wring*, *wrong*, and *wreck*. The *w* in these words is silent.

3. Model Blending Write *wreath*. In this word, the letters *wr* spell /r/. Here is how I blend *wreath*: /r/ /ē/ /th/. Run your hand under *wreath* as you blend the whole word. Repeat the procedure to model blending *wrench*. When you see the spelling *wr* at the beginning of a word, the *w* is silent.

Mini-Lesson 1 Silent Letter /r/ Spelled *wr*

Remind students that...

- The same
- Some lett
- Some wor

Word List
wrinkled
wrapper
wren

Guide Pract
 Write *wr*. Th
 the sound /
 point to *wr*.
wr for the /
 students a
 wrath wher
 you what w
 words belo

wreck wristwatch wrist
 wrestle wrong

Mini-Lesson 2 Silent Letter /m/ Spelled *mb*

Remind students that...

- Sounds can be : combinations.
- In some spelling
- Some words coi

Word List
comb
lamb
numb

Guide Practice
 Point out that the
 and *limber*. Then
 limb of a tree. The
 spell the sound /r/
 and say /m/.

Write *climb*. The letters *mb* spell /m/ in *climb*. The *b* is silent. Listen as I blend the word. Point to each letter as

Mini-Lesson 3 Silent Letters: /n/ spelled *gn* and /s/ spelled *st*

Remind students that...

- Sounds can have different spellings.
- Some letters can be silent.
- Some words contain the sound /n/ spelled *gn* or the sound /s/ spelled *st*.

Word List
gnaw
gnome
gnat
foreign

fasten
wrestle
moisten

Guide Practice

Write *nest* and have students say it with you. In *nest*, the letter *n* spells the sound /n/ and the letter *s* spells the sound /s/. Today we'll learn words with /n/ spelled *gn* and /s/ spelled *st*.

Write *assign* and circle *gn*. In this word, the letters *gn* spell /n/. The *g* is silent. Let's blend the word. Point to each letter as you blend the whole word: /ə//s//ī//n/. Have students tell you what *assign* means.

Repeat this procedure with *listen* to introduce and blend the sound /s/ spelled *st*. Continue guiding practice with the words below.

design **sign** **reign** **gnarled**
castle **glisten** **rustle**

If... students do not recognize a word,
then... blend the word with students several times.

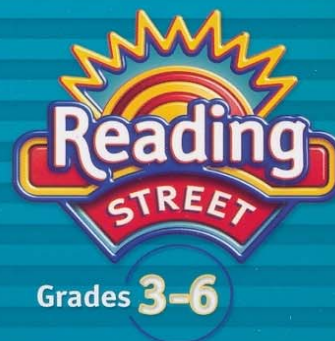
On Their Own For additional practice, use Worktext p. 64 and the Word List. Have students blend the words and use them in sentences.

Scott Foresman

Fluency

Teacher's Guide and Student Worktext

- Targeted instruction in oral reading fluency skills
- Leveled mini-lessons for individual or small-group instruction
- Student Worktext for skill practice
- School + Home activities





Fluency

- 20 fluency skills
- Two reading passages for each mini-lesson
- Specific guidance on how to measure fluency
-



Fluency Lesson 13

Expression/Intonation/Characterization 1

Objectives:

- Read with expression so the passage comes alive.

MATERIALS

Worktext pp. 74–79
Routine Cards 2, 8
Leveled Reader Database

Set the scene

Introduce expression to students. Today we're going to practice reading with expression, or feeling, in our voices. When we read a character's words, we should also read with expression. We can think about who the character is and then read in a way that character would talk. We can change our voices for different characters. When we read with expression, we make the story come alive.

Model and teach

Introduce the passage "The Clever Squirrel" on p. 74. Remind students to speak with expression when they read the story. Show excitement or surprise when you read an exclamation mark. Adjust your voice to match the characters' feelings. This will help you understand the story and make it more interesting.

- Prepare students to follow along as you read the first two sentences aloud.
- Remind students that reading the sentences silently before reading aloud will help them become familiar with the words. Before I read aloud, I will read the sentences silently to myself. Pause to read to yourself.

Have students follow along as you model reading the first two sentences in a monotone. Then read them again expressively. Ask students which reading was more interesting and why.

Check comprehension

Why does the squirrel collect food? (The squirrel is saving food for winter.)

Mini-Lesson 1

Fluency Goal:

Remind students that...

- they can read the story more fluently
- they should read each character's words the way the character would say them
- they should read and not skip

Guide Practice

Discuss "The Characters" and give them time to read this way for the first time.

If... students have difficulty adjusting their voices for dialogue, then... have them read the first paragraph silently. (Routine Card 1) (Routine Card 2)

On Their Own Prepare the group for a choral reading of the first paragraph.

Mini-Lesson 2

Fluency Goal: 40–65 words correct per minute

Remind students that...

- they can show feeling in their voices as they read to make the story more interesting
- quotation marks signal a character is speaking
- they should read each character's words a natural way

Guide Practice

Introduce "The Characters" along silently. Pay special attention to having students read the paragraph with expression.

If... students have difficulty adjusting their voices for dialogue, then... first read the paragraph with expression. Ask students to read the paragraph with expression.

and why. Model expressive reading again and have students repeat until they can read the paragraph with appropriate expression.

On Their Own Pair students to do an oral reading of the first paragraph.

Mini-Lesson 3

Fluency Goal: 60–85 words correct per minute

Remind students that...

- they can show feeling with their voices to make the reading more interesting
- they can adjust their voices to reflect different characters and what each character is feeling
- exclamation marks signal strong feelings, such as excitement or surprise

Guide Practice

Introduce the story "A Rainbow at Night" on p. 78. Remind students to try to read each character's words the way the character would say them. Model reading the first paragraph expressively. Then give students time to read the paragraph silently and read it aloud with them.

If... students have difficulty adjusting their voices for dialogue, then... ask them to read the fifth paragraph silently.

Discuss how Alisa is feeling. Model reading the paragraph with expression. Then ask students to repeat the paragraph aloud until they can read it fluently.

On Their Own Pair students to do an oral reading of "A Rainbow at Night."

Routine

1. Reader 1 Begins

2. Reader 2 Begins

3. Reread

4. Provide Feedback

Paired Reading

Reader 1 reads the story to Reader 2.

Reader 2 reads the story to Reader 1.

For optimal fluency, students should reread three to four times.

Listen to students read and provide corrective feedback regarding their fluency and decoding.

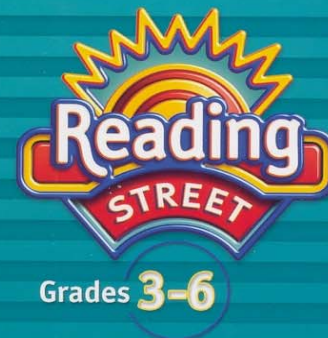
For additional practice, use "Looking at the Moon and Stars" on p. 79.

Scott Foresman

Vocabulary

Teacher's Guide and Student Worktext

- Targeted instruction in high-frequency words, vocabulary, and vocabulary skills and strategies
- Leveled mini-lessons for individual or small-group instruction
- Student Worktext for word and skill practice
- School + Home activities





Vocabulary

- 20-25 core vocabulary skills and strategies
- Word lists to practice each lesson
- A routine, activities, context sentences, and word lists for teaching high frequency words



Vocabulary Lesson 4

Sort Words

Objectives:

- Identify word groups within a larger group of words.
- Sort words into multiple categories.

MATERIALS

Worktext pp. 48–50

Set the scene

Introduce the concept of sorting words to students. Putting words into groups helps us see how the words are alike and not alike. Sorting words also helps us learn words that are like each other in some way.

Model and teach

Write the following words: *delight*, *scare*, *bother*, *amuse*, *annoy*, and *frighten*. Read the words aloud. All of the words in this list describe ways we react to things. If your little brother won't leave you alone, you might react by being *annoyed*. If you hear a strange noise in your house, you might react by being *scared*. I know what *annoy* and *scare* mean, but I am not sure about some of the other words' meanings. Sorting these words into groups will help me think about how the words are similar to or different from each other.

Model sorting the word group into smaller groups. First I will look at a word and think what I know about it. This is the word *delight*. I know that when something is *delightful* it makes people happy. Now I will look at the rest of the list for another word that could go in a group with *delight*. This is the word *bother*. When something *bothers* me, it does not make me happy. The next word is *scare*. *Scare* and *delight* do not go in the same group. The next word in the list is *amuse*. Does something that *amuses* me also make me happy? The answer is yes, so these words can go together. Write *amuse* next to *delight*.

Follow the same procedure to sort the rest of the words into groups: *bother* with *annoy* and *scare* with *frighten*. Explain to students that they can use a dictionary to confirm their groupings.

Mini-Lesson 1

Remind students that...

- sorting word alike.
- the same group

Word List
breakfast
dinner
heat
lunch
rain

Guide Practice
Use the Word List to sort words. Write *winter* and *summer*.

- Out of these (Possible responses)

- Which words go in the "seasons and weather" group? (winter, spring, summer) Invite a student to circle or

Mini-Lesson 2

Remind students that...

- sorting words alike.
- sorting words into groups

Word List
creek
desert
field
forest
hill

Guide Practice
Guide students into groups. Write *creek*, and *field*. Then inform students of landforms, *ocean*.

- What is this word? (ocean)

Mini-Lesson 3

Remind students that...

- sorting words into groups helps us see how words relate to each other.
- sorting words helps us learn new words.

Word List

alligator	mammal
antelope	minnow
cobra	reptile
cougar	salmon

Guide Practice

Help students find the word groups within the Word List. Write *mammal*, *fish*, and *reptile* in one column, and write the remaining words in another column. These are three of the groups that scientists use to classify animals. Today we are going to put some words for animals into these groups.

- *Reptiles* are cold-blooded animals with scaly skin. Which words belong in the *reptile* group? (cobra and alligator)
- *Mammals* are warm-blooded. Most mammals live on land. Which animals belong to this land group? (cougar and antelope)
- Which words go in the *fish* group? (salmon and minnow)

Once students have sorted the words, have them brainstorm other animals that fit in the groups. Write down students' responses.

If... students have difficulty sorting the words, **then...** help them look up the various names for animals in a dictionary.

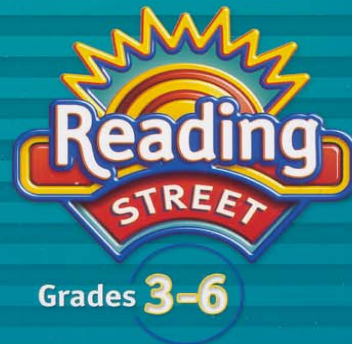
On Their Own For additional practice sorting words, ask students to complete Worktext p. 50.

Scott Foresman

Comprehension

Teacher's Guide and Student Worktext

- Targeted instruction in comprehension skills and strategies
- Leveled mini-lessons for individual or small-group instruction
- Strategies for navigating fiction and nonfiction texts
- Student Worktext for skill practice
- School + Home activities and graphic organizers





Comprehension

- 15 key comprehension skills and strategies
- Two reading passages for each mini-lesson
- Lessons on how to approach fiction and nonfiction texts
- Graphic Organizers



Comprehension Lesson 3

Compare and Contrast

Objectives:

- Recognize comparison-contrast relationships.
- Recognize clue words that signal comparison-contrast relationships.
- Compare and contrast between what one reads and what one already knows.
- Compare and contrast within and across texts.

MATERIALS

Worktext pp. 14–19

T-Chart, p. 101

Leveled Reader Database

Set the scene

Point out that when students compare, they tell how two or more things are alike. When they contrast, they tell how things are different. Clue words, such as *like*, *unlike*, and *but*, show how things are alike or different. You can compare and contrast things within a text or with the text and your own life. You can also compare and contrast different texts.

Model and teach

Read aloud “Rob’s New Shoes.”

Rob’s New Shoes

Rob rushed home from school. Today he made the basketball team! Rob was unlike most of the other players on the team. He was much taller than everyone else. Other players were faster, but Rob had bigger feet and hands. No one could steal the ball from him. Like the best players, Rob could easily make baskets.

Rob stopped his mother and told her the news. She was excited at first. Then Rob told her he needed new shoes for practice. “Hmm,” said Rob’s mother. Rob’s feet were already bigger than those of his father, and Rob was only 12. That night, they bought a pair of basketball shoes. Rob couldn’t wait to try them out.

Help students use the T-Chart from p. 101 to compare and contrast things in the story. One thing I can compare and contrast is how Rob is like and unlike other players. Write *Rob* and *Other Players* as the column heads. I can compare and contrast physical traits, basketball skills, and shoes. Model filling in the chart.

Mini-Lesson 1

Remind students that

- comparisons tell how two or more things are alike, and contrasts tell how two or more things are different
- comparisons and contrasts are often not signaled by clue words
- they can compare and contrast within and across texts.

Guide Practice

Reread “Rob’s New Shoes” on the previous page. Then read aloud the paragraph below.

- What does Rob’s skill at basketball tell you about him? (Student: He is good at basketball.)
- How is Rob different from most basketball players? (Student: He isn’t as fast, and he has bigger hands and feet.)

- How is Rob like most basketball players? How is he unlike most basketball players? (Rob is good at basketball.)

Mini-Lesson 2

Remind students that...

- comparisons tell how two or more things are alike, and contrasts tell how two or more things are different
- comparisons and contrasts are often not signaled by clue words
- they can compare and contrast within and across texts.

Guide Practice

Help students read aloud the paragraph below.

- Reread the last sentence. What clue word do you see? (like) What is compared or contrasted? (Rob’s skill at basketball.)

that Rob is different from them because he isn’t as fast, and he has bigger hands and feet.)

- Reread the last sentence. What clue word do you see? (like) What is compared or contrasted? (Rob’s skill at basketball.)

Mini-Lesson 3

Remind students that...

- comparisons tell how two or more things are alike, and contrasts tell how two or more things are different.
- comparisons and contrasts are often not signaled by clue words.
- they can compare and contrast within and across texts.

Guide Practice

Reread “Rob’s New Shoes” on the previous page. Then read aloud the paragraph below.

Tryouts

When she was 12, Julie tried out for volleyball. She was not as tall or as big as most of the other players. Yet Julie was strong. When she served, few players could return the ball. She was also good at setting. The day after tryouts, the coach posted the players’ names. Julie spotted her name. She had made the team!

- How is Julie unlike other players on the volleyball team? (She is not as tall or big as them.)
- How is Julie like Rob in “Rob’s New Shoes”? (They are both 12, trying out for a sport, unlike their other teammates, and both make the team.)
- How are Julie and Rob different? (They try out for different sports; Julie is short, but Rob is tall; and Rob buys shoes, but Julie doesn’t.)

If... students have trouble comparing and contrasting across texts,

then... ask specific questions, such as “How are Julie and Rob physically different?”



On Their Own As students read “Ye Xian” and “Cinderella” on Worktext p. 18

independently or with you, have them complete a Four-Column Chart from p. 95 to compare and contrast. For additional practice, assign p. 19.



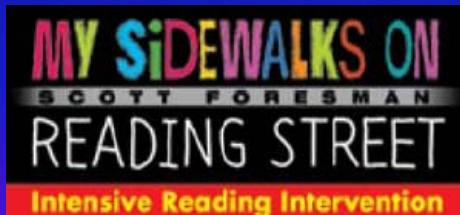
T-Chart

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YOUR TURN!

Response to Intervention



TIER 1
Core Instruction

TIER 2
Core Plus
Strategic Intervention

TIER 3
Intensive
Intervention



Questions?

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SCOTT FORESMAN



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